Scholarly Paper Assignment

Submitted on February 11, 2009 by Renee Johnson-Thornton

Statement describing the problem, question, or objective of the paper

EDP 631 Core Seminars III: Issues and Problems in Organizational Theory, Leadership, and Policy Analysis

Teachers of grade school children are expected to be competent, energetic, robust educators yet the current climate of NCLB leaves teachers limited time to replenish their energy or skills. I have read several articles concerning the frustration that grade-school teachers are expressing about the pressures they feel to promptly increase students test scores. There are stark differences between the ways different schools are preparing their teachers for the task of improving test scores. One type of professional development for teachers is the establishment of mentor programs to help support novice teachers and induction programs to help more senior teachers. I am interested in exploring the effectiveness of mentoring and induction programs on retention of novice teachers and senior teachers and academic performance of their students. I have found several articles about mentor and induction programs for teachers. The articles cover a range of issues including comparisons of teacher perceptions before and after participation in such programs, the effect of mentoring on teacher retention, and border discussions about mentoring as an effective type of professional development.

The following is a brief list of resources that I plan to draw on to better understand some of the outcomes associated with teacher participation in mentoring and induction programs.

Andrews, B. D. A., & Quinn, R. J. (2005). The effects of mentoring on first-year teachers' perceptions of support received. *Clearing House, 78*(3), 110-116.

Smith, T. M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal, 41*(3), 681-714.

Schaverien, L., & Cosgrove, M. (1997). Learning to teach generatively: Mentor-supported professional development and research in technology-and-science. *The Journal of the Learning Sciences, 6*(3), 317-346.

**Huling, H. & Resta, V. (2001). Teacher mentoring as professional development. *Retrieved on  
 Febraury 11, 2009 from*** [*http://www.ericdigests.org/2002-3/mentoring.htm*](http://www.ericdigests.org/2002-3/mentoring.htm) *ERIC  
 Clearinghouse on Teaching and Teacher Education. ED460125. 2001.*

Feiman-Nemser, S. (2003). What new teachers need to learn *ASCD, 60*(80), 25-29.

Mahler, B. (2001). Beginning teacher advisory programs: Effects on beginning teachers.  
 *Retrieved on February 11, 2009 from  
 http://www.mentors.net/03library/beginningteacher.html*

Other resources will include:

**Middletown Schools Board of Education**

The Educational Development Center, Inc. (Newton, Mass)